# Idaho Standards Achievement Tests Alternate Assessment Science Portfolio Manual

# 2016 - 2017

Division of Assessment

Idaho State Department of Education

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Ms. Sherri Ybarra, Superintendent of Public Instruction

## Introduction

There are current documents that Idaho educators who are administering the ISAT-Alt will need to fully understand the alternate assessment system in Idaho and in order to conduct the assessments in a reliable and valid manner. These include:

- ***Science ISAT-Alt Eligibility/Participation Guidelines***
- ***Science ISAT-Alt Portfolio Manual*** *(Includes Assessment, Collection & Submission)*
- ***User's Guide to IPASS for Teachers***

All documents can be found on the Idaho Training Clearinghouse website at: http://idahotc.com under the Alternate Assessment Community-ISAT Alt tab.

Be sure to review each of these carefully to learn more about the ISAT-Alt, including how to administer it.

This *ISAT-Alt Manual* provides several resources that Idaho educators can use as they collect the evidence for the alternate assessment portfolios for students with severe disabilities. This *ISAT-Alt Manual* was developed to provide the necessary information for composing the portfolio and choosing the final submissions for all students with disabilities participating in the ISAT-Alt.

Please send any ideas, questions, comments and suggestions to:

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# Chapter One: ISAT Alt Guidelines and Procedures

## Overview of the ISAT- Alt

The Idaho State Department of Education and the State Board of Education have designed a single statewide assessment system that applies to all Idaho public schools and all of the students therein. All Idaho students are required to participate fully in the assessment system. Various federal and state statutes and regulations exist that require all students to be assessed to ensure that all students receive an appropriate public education. The Individuals with Disabilities Education Act of 1997 (IDEA-97) first mandated that every student with a disability participate in statewide and local assessments with or without accommodations or on an alternate assessment. Beginning in 2007-2008, this requirement was extended to include Science in one elementary, one middle school, and one high school grade. Idaho selected grades 5, 7, and 10 for the assessment of Science. This requirement was reinforced with the latest Education bill Every Student Succeeds Act which was signed December, 2015.

All students with disabilities must be assessed on one of two assessments available in Idaho: the Idaho Standards Achievement Tests (ISAT) or the ISAT Alternate (ISAT-Alt). The ISAT is based on the state's grade-level content standards and reported on grade-level achievement standards. All students are eligible to participate in the ISAT.

The Science ISAT-Alt is designed to assess students with the most significant cognitive disabilities who meet very specific guidelines. Due to the nature of their disabilities, students who meet these guidelines are most likely to be unable to fully participate in the ISAT, even with accommodations. Access to the grade level content standards is provided through the extended content standards and objectives, as shown in the chapter on a*ssessment in this manual.* The *ISAT-Alt assessment* promotes access to the general education curriculum and to the least restrictive classroom environment for these students. The ISAT-Alt is aligned to extended content standards and objectives that are in turn aligned to the Idaho Science Content Standards. This set of extended content standards and objectives differs from those contained in the Idaho Science Content Standards in complexity and scope.

The Individualized Education Program (IEP) team determines how the student participates in the Idaho state assessments by using the Alternate Assessment Eligibility/Participation Guidelines provided by the Idaho State Department of Education. The IEP team decides, for each content area, whether the student takes the ISAT without accommodations, the ISAT with accommodations or the Science ISAT-Alt. Students may take a combination of any or all of the three forms in these content areas.

The ISAT-Alt Science Assessment is not a test given once each year. The ISAT-Alt is a portfolio assessment for which evidence is collected to demonstrate student learning of the state extended content standards in Science. The school IEP team works together to ensure that each student has the opportunity to learn the extended content objectives that are contained in the Idaho Extended Content Standards.

As the student works to demonstrate mastery of each selected objective, the team places evidence of the student's performance on the objective in the student's portfolio. The team will do this for the predetermined Idaho Extended Content Standards. This portfolio of the student's learning and accomplishments will then be submitted electronically via the online electronic portfolio system called Individual Artifact Submission System (I-PASS) to the Idaho State Department of Education. The electronic portfolio is scored online by educators trained by the Idaho State Department of Education. Scores on the Science ISAT-Alt assessment will be recorded and reported to the student, parents, school, district and state in the fall to provide a summary of the student's learning during the window of instruction. The next teacher of record during the following school year is responsible to send the final score report to parents/guardians when they are made available, as well as review the results at the next parent/teacher conference or annual IEP team meeting.

## ISAT-Alt Schedule of Activities

The Idaho State Department of Education has established the following schedule for the ISAT Alt:

| | |
|---|---|
| **October** | Release Revised Forms and Manual |
| **October** | Provide access to IPASS for Teachers |
| **November** | Assign students to Teachers |
| **December 1** | **Alt Assessment Window Opens**<br>**I-PASS Online Electronic Submission Begins** |
| **Jan 1-March 31** | **Collect** and upload artifacts for all students |
| **March 31** | **SUBMISSION DEADLINE** |
| **April** | Scoring Training |
| **April** | Scoring |
| **May** | Final Scores processed and posted |

## Alternate Assessment Eligibility/Participation Guidelines

All Idaho public school students enrolled in grades 5, 7, and 10 for Science must participate either in the ISAT, the ISAT with accommodations, or the ISAT-Alt for the state to meet federal and state requirements. Students with disabilities, as defined under Section 602(3) of IDEA 2004 and State Board policy, are required to participate in all statewide achievement tests in Idaho.

All public school students are eligible to participate in the Science ISAT. **ONLY students who meet ALL of criteria listed on the Alternate Assessment Eligibility/Participation Guidelines Form are eligible to participate in the Science ISAT-Alt**. A statement of eligibility/participation in ISAT-Alt must be included in the IEP, and updated annually.

The IEP team must determine which type of participation is appropriate.

**A student is eligible for the alternate assessment if:**

1. The student has demonstrated cognitive ability and adaptive behavior that prevents completion of the general academic curriculum even with program accommodations and/or adaptations; **and**
2. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments); **and**
3. The student is unable to acquire, maintain, or generalize skills in multiple settings and demonstrate performance of these skills without intensive and frequent individualized instruction.

**Grade Level Determinations for Participation**

Participation in the ISAT-Alt occurs at grades 5, 7, and 10 for Science. Students shall be tested using the reported enrolled grade level submitted monthly to the state, by the district, through ISEE.

**Participation of Students Who Transfer Within State**

Eligible students who enter or transfer between Idaho schools during the test window must participate in the Science ISAT-Alt, and portfolios must be submitted for the student. If a student transfers out of a school into another Idaho public or special placement school before the testing window ends, the sending special educator must transfer the physical student portfolio in its then-current state of completion to the receiving school within ten (10) school days of the withdrawal of the student from the school. The receiving school must collect and verify this authorization prior to initiating the transfer of records according to district policy. It is expected that the physical portfolio will contain artifacts of student learning that are appropriately labeled and any other pertinent test documents that provide evidence of instruction that has occurred up to that point in the year. Contact the SDE when the transfer process is complete and our SDE Support personnel will transfer the student and any previously uploaded artifacts to the receiving teacher's IPASS account. The receiving school will then continue instruction and complete the assessment and portfolio development process and complete the submission into I-PASS as necessary. The failure to properly transfer student evidence that has been collected throughout the year may result in a student receiving "emerging" or "partially proficient" score or a nonparticipation status for that student. Sending schools that do not forward portfolio information to a receiving school on a timely basis will be flagged by the state for investigation of a testing irregularity.

Occasionally, schools are unable to determine the specific school or school district to which the student is transferring, or the student may be relocating to another state. In those cases, maintain physical as well as the I-PASS versions of the portfolio until the end of the school year. If a record of the new school is subsequently obtained, send the portfolio at that time. If no record is available by the first day of the following school year, the portfolio will be disposed of.

**Participation of Newly Eligible and Out of State Transfers**

Newly eligible students, or student who are new to Idaho and enroll **on or before February 28th** will participate in the Science ISAT-Alt. All IEP team members should make a concerted effort to find evidence that may already exist from the previous school. Because the Science ISAT-Alt is a portfolio assessment at least four weeks is needed to provide the opportunity for transferring students to participate.

**Participation of Students Receiving Home and Hospital Instruction**

Students who meet the ISAT-Alt participation guidelines and who are public school students receiving special education services and instruction in a home and/or hospital setting must also participate in the Science ISAT-Alt. Teachers providing home and hospital instruction must be trained in the administration of the Science ISAT-Alt. Home and hospital teachers are expected to instruct and assess students on the Idaho Extended Content Standards.

Occasionally, health issues of students on home and hospital instruction may warrant excusing them from participation in the ISAT-Alt. The process to be followed to excuse a student for health reasons is listed in the section below.

**Excusing Students from Participation - Medical Excuse ONLY**

Students may be exempted from the ISAT-Alt only when they cannot take part in the assessment during the **entire** testing window because of a **significant medically excused condition**. A significant medically excused condition is a significant health impairment that prevents **participating in ANY academic activities, including state assessments, for the entire testing window.** Examples could include hospitalization for an extended period of time or a life threatening condition or serious accident. Determination of the "significant medically excused condition" must be documented by a medical doctor and the documentation must be kept in the student's IEP file. Medical Excusal should be marked in the DRC upload for testing. If this is not done, schools will have to submit individual appeals during the AYP/ 5 Star Rating Appeals windows. **Documentation by a medical doctor** must be provided and kept in the IEP file.

*For any student who is excused from participation, NO evidence should be submitted, including portfolios, forms, or other testing materials

**Participation of Students from Other States Attending Special Placement Schools in Idaho**

Students from other states attending special placement schools in Idaho **SHOULD NOT** participate in the ISAT-Alt. These students must take the appropriate assessment for the state from which their public education funding comes.

## Content for ISAT-Alt Science

**Content Standards – The Foundation of Assessment**

The ISAT-Alt portfolios are based on selected objectives from the Idaho Extended Content Standards in the area of Science. The portfolio methodology is designed to sample a subset of the Idaho Extended Content Standards from which stakeholders can draw reasonable inferences about a student's overall learning. The Idaho Content Standards are structured in a hierarchical format: A) standard, B) goal, and C) objectives. Thus, by sampling various objectives within the standards and goals, one can make reasoned inferences about students' learning of the Idaho Extended Content Standards.

**Link to the General Education Curriculum**

The Idaho Extended Content Standards are grade-level specific and are designed to have a clear link to the general education curriculum. Students with significant cognitive disabilities may be instructed within a course of study that links academic instruction and learning to grade-level content through these extended standards. Because the nature of the student's disability may inhibit him/her from making progress towards full attainment of the grade level content standards, the grade-level content is reduced in complexity or modified through the extended content standards based on grade-level academic skills. While the academic grade level content remains the same, the standard for achievement of that content reflects a different expectation for what it means to attain proficiency of the concept. Therefore, the ISAT-Alt is linked to grade-level content, but it draws upon a different, alternate approach for what it means to have achieved proficiency of the content. This combination of extended grade-level content standards and alternate achievement standards promotes access to the general education curriculum while contextualizing learning to the needs and capabilities of the student.

For Science, at least one extended content objective was selected from each standard. This will assure adequate coverage of the content area for assessment purposes. For each selected extended content objective, different levels of complexity were defined to guide teachers as they instruct and assess students. For Science, four levels of complexity have been defined.

## Administration of the ISAT Alt

### Who Administers the Science ISAT-Alt?

There are many individuals who may be appropriate test administrators of the Science ISAT-Alt. The test administrator should be the person(s) who are providing the student with the instruction that is pertinent to the content areas and objectives assessed within the ISAT-Alt. It is appropriate for any professionally-certified staff member or supervised paraprofessional who works directly with the student to collect and document evidence of achievement. For example, achievement evidence for the Science ISAT-Alt portfolios might be collected by a:

- General education teacher in whose class the student has been included,
- Special education teacher who is teaching the content
- Speech and language pathologist who is working on language by using content as a mechanism.
- Paraprofessional who is working under the supervision of a certified teacher collecting artifacts and recording data on the learning of a student.

It is important that only one person is ultimately responsible for the collection of the evidence and the submission of the portfolio evidence into I-PASS to ensure that nothing is overlooked. The teacher of record is responsible for submission of the portfolio as well as assuring that security measures are followed, but everyone administering any part of the assessment is responsible for attending training, reading the provided materials and for following the SDE procedures for collection, assessment and submission including all security measures. It is the teacher of record's responsibility to assure that all parties are informed and follow the handbook directions.

### Training

New materials have been published and posted on both the Idaho Training Clearinghouse (ITC) as well as the Idaho State Department of Education Assessment Division websites. The training corresponding to these newly revised materials can be found in archived form on the ITC. It is the expectation of the Idaho State Department of Education Assessment Division and the Idaho State Board of Education that all district and school employees (e.g., district special education directors, district testing coordinators, consulting teachers, special education teachers, paraprofessionals and general education teachers who instruct participating students, etc.), who are involved with the administration of the ISAT-Alt, are aware of all applicable guidance and procedures concerning the assessment and its administration.

This is a list of all online resources for information and training regarding the ISAT-Alt as well as other alternate assessments.

- **Idaho Training Clearinghouse Assessment webpage**:

  http://idahotc.com
  Use this site to access the ISAT-Alt learning community where all current announcements, downloadable handbooks and forms, FAQs, training webinars, and the Extended Content Standards and Objectives can be located

- **Idaho State Department of Education Assessment Division website**:

  http://www.sde.idaho.gov/site/assessment/
  Use this site to find materials, forms and other information on assessment in general, the ISAT as well as the ISAT-Alt.

It is the responsibility of the district Special Education Director and the District Test Coordinator to work collaboratively to ensure that all pertinent district and school personnel are informed regarding all ISAT-Alt trainings, procedures, and policies. It is also the responsibility of the Testing Coordinator and Special Education Director as well as the designated district level Information Technology (IT) personnel, to update the Idaho State Department of Education IT regarding any changes in certified staffing and changes in student attendance so that email lists of teachers of record of ISAT-Alt students can be kept up-to-date.

**Code of Ethics and Security of Assessment Materials**

The materials used to construct the Science ISAT-Alt electronic portfolios (folder, tabs, forms, etc.) are not secure until they contain student-specific information and student work. However, once the portfolios contain student identifying information, student testing materials, and student work, the portfolios become secure documents and must be treated with the same care as other secure testing materials keeping them in a locked file cabinet.

The electronic portfolio system (I-PASS) that Idaho uses to collect student work (data sheets, samples of student work, photos, and videos) provides a secure site to save portfolio entries. All FERPA regulations will apply to it (and access to the information stored in it), providing the highest level of security. * Note – DO NOT SHARE OR GIVE OUT YOUR PASSWORD. Only the ISAT-Alt teacher of record may access the online system I-PASS. Teachers are not to share the password with others and are to keep the password in a secure location. When the teacher logs in a security agreement is provided and logging in is affirmation that all security measures are understood and followed by the user. At no time should the classroom teacher share a password with the paraprofessional, access must be given via this secure procedure further outlined in the Quick Guide to I-PASS.

**VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE IDAHO STATE BOARD OF EDUCATION AND/OR THE IDAHO STATE SUPERINTENDENT OF PUBLIC INSTRUCTION IN ACCORDANCE WITH ALL APPLICABLE STATE AND FEDERAL LAWS AND IDAHO STATE BOARD OF EDUCATION REGULATIONS.**

It is assumed that teachers and any others who handle test materials or who access I-PASS are aware of the consequences of test security violations and accept this responsibility through the training and materials provided via the Testing Coordinator Guide.

## Artifacts

Teachers will submit two separate artifacts to serve as evidence towards proficiency level on the Science ISAT Alt. Artifacts can be work samples, projects, presentations and/or demonstration which provide evidence of the student's proficiency level towards each objective. Teachers are required to submit artifacts per content objective in order to submit a completed content portfolio. Below outlines the total number of artifacts per content the teacher will need to submit:

- Science – Grades 5, 7 & 10 – Five Assessed Objectives - (10 artifacts)

A separate portfolio of artifacts will be submitted for each student participating in ISAT-Alt in Science into the online site called I-PASS (Individual Portfolio Artifact Submission System). Teachers collect portfolio artifacts at the classroom level. The data collected by teachers includes the following and, until the online submission system is available, may be collected in paper or saved digitally on the teacher's or school's computer.

Instruction and assessment are not the same and should not occur on the same day. Dates are required and submitted into I-PASS for verification purposes.

Do not write the student name, teacher, school, district, or any other identifying information on the entries themselves, as they will be judged unscoreable. Entries must be scored w/o identifying data by independent scorers according to federal peer review guidelines. Write all identifying information on the BACK of each piece of student work. Students who write their own names on their papers should write them on the BACK or the educator may white out the names or place a white label over them.

**Types of Artifacts Acceptable as Evidence**

The types of artifacts that can be submitted as evidence include:

Student Class Work Evidence

- Do not write identifying information on the artifact
- Do provide an accuracy and independence score
- Student Class Work Examples may include but are not limited to;
    - Worksheet
    - Report
    - Graphic Organizer
    - Computer printout
    - Screen shots of student work completed on the computer
    - Writing sample
    - Scanned Poster or Project
    - Graphs/Charts/Diagrams

Digital Video Clips

- Must be 3 minutes or less
- Must be of the individual student carrying out the task

Digital Photographs

- Must be 1 page containing sequence of at least 3 photographs documenting the steps in the task
- Provide a short narrative of what is going on in the photograph
- Provide an accuracy and independence score

**<u>Scoring of the Artifacts</u>**

Each artifact is scored by the teacher upon upload in to the system and then by 2-3 independent raters on complexity, independence and accuracy.

**Complexity**

Each objective contains the Extended Content Object (ECO) with 4 levels of task suggestions for complexity.
The levels of complexity serve as guidelines for the knowledge measured in the ECO. Teachers should choose the task complexity which best matches the student's independent level. Below is a sample from Chapter 2 of this manual:

| | **Extended Content Objectives** | **Complexity Level 4** | **Complexity Level 3** | **Complexity Level 2** | **Complexity Level 1** |
|---|---|---|---|---|---|
| **Grade 5: Science Obj. 2** | **<u>5.PS.2.1.2 A</u> Describe the physical differences among solids, liquids, and gases.** | The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas. | The student groups by matching or sorting three different sets of items based on whether they are a solid, a liquid, or a gas. | The student discriminates by matching or sorting two different sets of items based on whether they are a solid, a liquid, or a gas. | The student groups by sorting two different sets of items based upon whether they are a solid, a liquid or a gas. |

**Independence**

Each artifact is also scored on the student's independence on accomplishing the task/skill. Teachers should aim for this highest independence level as student is able to perform at. Following are the criteria for determining the student's Independence Level.

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Levels of Independence** | Student requires **minimal** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **75-100% Independence** | Student requires **some** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **50-74% Independence** | Student requires **frequent** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **25-49% Independence** | Student requires **extensive** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **0-24% Independence** |

**Accuracy**

Finally each artifact is also is also scored on student's accuracy of performing the task/skill. Teachers should choose tasks which in which the student independently performs with the highest accuracy.

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Levels of Accuracy** | Student performance of skills based on the ISAT-Alt indicators demonstrates **high level of understanding** of concepts. **75-100% Accuracy** | Student performance of skills based on the ISAT-Alt indicators demonstrates **some understanding** of concepts. **50-74% Accuracy** | Student performance of skills based on the ISAT-Alt indicators demonstrates **limited understanding** of concepts. **25-49% Accuracy** | Student performance of skills based on the ISAT-Alt indicators demonstrates **minimal understanding** of concepts. **0-24% Accuracy** |

The goal for the teachers should be to **select the highest level of complexity** for the student that the student can complete as accurately as possible with the **minimum level of support needed**. This is a balancing act and may require some "mid-course" adjustments as students begin to demonstrate their levels of performance. The goal for teachers should be to assist students to reach the highest level of each of the three dimensions at the same time.

The three dimensional scores assigned to an artifact are multiplied together to obtain a total score for that artifact. The artifact in which two scorers agree upon, or the highest score of two adjacent scores, will be the artifact and score total used to calculate the total content area score. The final score for each objective are added together to get the Total Content Score used to determine the proficiency level of that student for a particular content area.

## Proficiency Levels

| | Advanced | Proficient | Partially Proficient (Basic) | Emerging |
|---|---|---|---|---|
| **Science** | 289-320 | 169-288 | 77-168 | 0-76 |

## Portfolio Requirements for Final Submission

1. Baseline Data

   Teachers will need to collect new baseline data for each objective in the fall of the current testing year. This information will be entered into the IPASS system prior to final submission. **Documentation of baseline date will not be uploaded into the system, only the baseline scores.**

2. Artifacts Submitted into I-PASS - Two Artifacts per Objective
   - Two artifacts per objective must be collected on two separate dates
   - Do not write or include identifying student/teacher information with the artifact

3. Teacher Score for each Artifact

   Teachers will be prompted to provide complexity, independence and accuracy scores for each artifact submitted into the IPASS system.

**Items NOT Scoreable or Acceptable as Artifacts for Submission:**

- Artifacts that have any visible identifying information such as student first and last name, school, or school district
- Checklists or date sheets (except for sight words)
- Single photograph of the student performing the work on the objective without evidence of student work or description of the task
- Narrative descriptions of the student demonstrating the objective without actual evidence of student work
- Any entry that does not contain all of the required components and data
- An empty portfolio
- A portfolio submitted with a statement that the student, due to the nature of his/her disability, is unable to learn anything and/or show any evidence of learning
- Blank sheets of paper scanned, saved or faxed into the system to fill the objective level folder.
- Artifacts placed into the wrong objective folder

## Accommodations

### Determining Allowable Accommodations

It is expected that during the administration of the Science ISAT-Alt, students will receive the prompts, supports, and accommodations specified by the IEP team and typically used during instruction and other assessments as listed on the IEP form for accommodations. It is a legal requirement under IDEA and NCLB that students receive all the agreed upon assessments, prompts, supports, and accommodations specified by the IEP team as documented in the IEP. The state has developed the Accommodations for Instruction and Assessment which should be utilized by IEP teams to provide a framework and protocol for the decision process to document the accommodations designated for each assessment.

*Allowable Accommodations are NOT equivalent across all assessments. For instance extended time is permitted on the ISAT and ISAT-Alt but not on the NAEP assessment. This assures that students receive all allowable accommodations during instruction as well as on all state and federal assessments. It is recommended that the guidelines be used on an annual basis during the IEP team meeting. These specific accommodations can then be documented on the IEP itself or printed out to be included as part of the in IEP if they are too extensive to be listed.

### Assistive Technology

According to IDEA regulations, all accommodations necessary to facilitate participation in state mandated assessment must be provided and assistive technology considered during the annual IEP meeting. It is recommended and expected that IEP teams for all students taking the ISAT-Alt, especially those with severe receptive or expressive language disabilities; physical, auditory as well as visual disabilities, should determine the student's need for assistive technology through the consideration of assistive technology. The Idaho Assistive Technology Project offers information, training and consultation for teachers and districts.

University of Idaho Center on Disabilities and Human Development
121 W. Sweet Ave.
Moscow, ID 83843
208-885-6112
800-432-8324

More information, webinars and training materials in the area of assistive technology can be found on the Idaho Training Clearinghouse Idaho Assistive Technology Project Learning community at;

http://idahotc.com/assistive-technology/Home.aspx

## Idaho Portfolio Artifact Submission System (I-PASS)

Idaho's Portfolio Artifact Submission System (IPASS) is Idaho's online alternate assessment eportfolio system where the required student artifacts are submitted. It is a password-secured, online site accessed through the ISDE website through a single sign in. The SDE adheres to the most stringent FERPA security protocols in building I-PASS, Each teacher administering the ISAT-Alt in Idaho has access to a classroom electronic portfolio system customized and prepopulated with demographic data for each student designated by the IEP team as eligible to take any or all of the ISAT-Alt content areas.

**District Test Coordinators**

The District Test Coordinator is the central point of contact for the Idaho State Department of Education Assessment Division concerning all issues of statewide testing. Therefore, the State will provide further information on the collection of ISAT-Alt evidence via the assessment newsletters and updates via e-mails to the teachers of record provided by the District Test Coordinators during the SEF upload in October. If teachers of record for ISAT-Alt change, the District Test Coordinator and or IT personnel should be notified and they in turn should notify the State Department of Education IT division so that changes and updates in personnel and student population are reflected in the ISAT-Alt student folders available to the teacher. District Testing Coordinators should become familiar with the protocol, forms, manuals and attend achieved webinars to assure understanding of the Idaho Alternate Assessment system including the ISAT-Alt, I-PASS and IRI-Alt assessments.

District Test Coordinators are responsible for assigning teachers and students within the IPASS system. The IPASS system will be available to test coordinators on November 1, 2016.

The document *IPASS How to Assign Students to Teachers* is available for test coordinators: http://idahotc.com

## District Admin Tool User

The following table will provide a guideline for whom should be assigned what roles in order for a smoother IPASS experience:

| Person | Role | District or School Level Permission |
|---|---|---|
| ISAT Alt Teachers | IPASS Teacher | School |
| ISAT Alt Test Coordinator | IPASS Test Coordinator | District |
| ISAT Alt Test Coordinator | IPASS Report Viewer | District |
| Building Principals | IPASS Report Viewer | School |
| District SPED Directors | IPASS Test Coordinator | District |
| District SPED Directors | IPASS Report Viewer | District |

- District level assignment allows that person to see all school information
- School level assignment allows that person to see only school information

**Support Contact**

For ISAT-Alt administration, collection of evidence for ISAT-Alt as well as user information for I-PASS, please contact:

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Local: (208) 332-6976
Fax: (208) 334-2228

# Chapter 2 ISAT Alt Science Assessment

**<u>Idaho Extended Content Objectives (ECO's)Required for the ISAT-Alt Assessment Tasks</u>**

The remaining pages contain the Idaho Extended Content Objective requires for the ISAT Alt. The objectives are broken into the following grade bands:

Science

- 5,7, and 10

**Reading the ECOs**

1) Find the objective number
2) Locate the row for the student's grade level
3) Choose the complexity level where the student will have the highest independent success

**Science ISAT-Alt Extended Content Objective #1**
**Grades 5, 7, & 10**

More Complex ←----------→ Less Complex

| | Extended Content Objectives | Complexity Level 4 | Complexity Level 3 | Complexity Level 2 | Complexity Level 1 |
|---|---|---|---|---|---|
| Grade 5: Science Obj. 1 | **<u>5.NS.1.2.1 A</u>** **Use observations of a system and data to make a prediction.** **Note: System definition: weather, solar, ecosystem, circulatory etc.** | The student records data on a simple graph related to observations, over time (e.g. of a system) **and** makes a prediction based upon the information recorded on the graph. | The student records data related to an observation (e.g. of a system) over a period of time **and** presents the information on a simple graph. | The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system. | The student selects a representation of a system (e.g. object, photo, picture or icon) that corresponds to an actual observation of a system. |

For each grade level ECO there are 4 examples of complexity level tasks ranging from More Complex (level 4) to Least Complex (level 1). While many teachers choose to use the complexity level examples as the task when assessing students, teachers are not required to administer or replicate the examples given. As long as the task administered is linked to the ECO, scorers will try to place the complexity of that task appropriately using the Complexity Level examples as a guideline.

**Science – Grades 5, 7, & 10**

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per objective.

6. Submit artifacts to I-PASS by March 31st.

## Science ISAT-Alt Extended Content Objective #1
## Grades 5, 7, & 10

**Content Area:** Science (Nature of Science)

**Goal 1.2:** Understand concepts and processes of evidence, models, and explanations.
**1.1**: Demonstrate understanding of a system.

**Note: System Examples –**

- **Solar; Planetary, Stars,**
- **Plants Growth, Reproduction,**
- **Human & Animal Systems; Digestive, Respiratory, Circulatory, Reproductive**

**Objective 1.2**: Grades 5, 7
**1.1:** Grade 10

**Critical Function:** Make observations; make predications; collect, record, and display data, analysis data on a system.

**Note: Consideration of Assistive Technology (AT)** – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

## Science ISAT-Alt Extended Content Objective #1
## Grades 5, 7, & 10

More Complex ←----------→ Less Complex

| | Extended Content Objectives | Complexity Level 4 | Complexity Level 3 | Complexity Level 2 | Complexity Level 1 |
|---|---|---|---|---|---|
| **Grade 5: Science Obj. 1** | **5.NS.1.2.1 A**<br>**Use observations of a system and data to make a prediction.**<br><br>**Note: System definition; weather, solar, ecosystem, circulatory etc.** | The student records data on a simple graph related to observations, over time (e.g. of a system) **and** makes a prediction based upon the information recorded on the graph. | The student records data related to an observation (e.g. of a system) over a period of time **and** presents the information on a simple graph. | The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system. | The student selects a representation of a system (e.g. object, photo, picture or icon) that corresponds to an actual observation of a system. |
| **Grade 7: Science Obj. 1** | **7.NS.1.2.2 A**<br>**Identify observation data to use in defendable inferences.** | The student compares **or** contrasts data collected. (e.g. of a system) giving an explanation about the findings. | The student records data on a simple graph related to observations. (e.g. of a system) and makes a prediction based upon information recorded on the graph. | The student records data related to observations (e.g. of a system) over a period of time and presents the information on a simple graph. | The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system). |
| **Grade 10: Science Obj. 1** | **10.NS.1.1.1 A**<br>**Demonstrate understanding of a system.** | The student presents or discusses a comparison of two systems including two to three similarities and differences between those two systems. | The student describes how a system works by labeling, diagramming and charting the elements. | Using icons, sorting, **or** matching, the student discriminates between the characteristics of a system. | The student selects three representations (e.g. object, photo, picture or icon) that correspond to three actual observations of a system. |

## Science ISAT-Alt Extended Content Objective #2
## Grades 5, 7, & 10

**Content Area:** Science (Physical Science)

**Goal 2.1:** Understand the Structure and Function of Matter and Molecules and their Interactions.

**Objective 2.1:** Grades 5. 7
**2.4:** Grade 10

**Critical Function:** Recognize state of matter (solids, liquids, and gases), group objects with the same state of matter.

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Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

## Science ISAT-Alt Extended Content Objective #2
## Grades 5, 7, & 10

More Complex ←----------→ Less Complex

| | Extended Content Objectives | Complexity Level 4 | Complexity Level 3 | Complexity Level 2 | Complexity Level 1 |
|---|---|---|---|---|---|
| **Grade 5: Science Obj. 2** | **5.PS.2.1.2 A** **Describe the physical differences among solids, liquids, and gases.** | The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas. | The student groups by matching or sorting three different sets of items based on whether they are a solid, a liquid, or a gas. | The student discriminates by matching or sorting two different sets of items based on whether they are a solid, a liquid, or a gas. | The student groups by sorting two different sets of items based upon whether they are a solid, a liquid or a gas. |
| **Grade 7: Science Obj. 2** | **7.S.2.1.2 A** **Identify the properties of matter.** | The student demonstrates an understanding of the physical change that occurs when matter changes form. (e.g. from a solid to a liquid or liquid to a gas.) | The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas. | The student discriminates by matching three different sets of items with their picture/word cards based on whether they are a solid, a liquid, or a gas. | The student discriminates by sorting three different sets of items based on whether they are a solid, a liquid, or a gas. |
| **Grade 10: Science Obj. 2** | **10.S.2.4.4 A** **Identify matter that has basic electrical properties.** | The student demonstrates, through an activity, electrical properties of matter. | The student describes the electrical properties of matter. (e.g. labels, charts) | The student is able to group by matching or sorting three sets of different items based on electrical vs. non-electrical properties. | The student groups by sorting two different sets of items based on electrical vs. non-electrical properties. |

## Science ISAT-Alt Extended Content Objective #3
## Grades 5, 7, & 10

**Content Area:** Science (Biology)

**Goal: 3.3:** Understand the cell is the basis of form and function for all living things.

**Objective 3.3.2:** Grades 5, 10
**3.3.4:** Grade 7

**Critical Function:** traits, cell, dominant, recessive, inherit, functions, structure, offspring

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## Science ISAT-Alt Extended Content Objective #3
## Grades 5, 7, & 10

More Complex ←----------→ Less Complex

| | Extended Content Objectives | Complexity Level 4 | Complexity Level 3 | Complexity Level 2 | Complexity Level 1 |
|---|---|---|---|---|---|
| **Grade 5: Science Obj. 3** | **5.B.3.3.2 A Understand traits that are passed from parents to offspring.** | The student identifies observable traits that are passed from human or animal parent to human or animal offspring. (e.g. hair or fur color, eye color, and or physical traits) | The student matches or sorts pictures or photographs of human or animal offspring to the appropriate parent. | The student discriminates between two or more picture cards that show an adult and its offspring. (e.g. human adult & baby or animal adult & baby) | The student sorts representations that correspond to traits of humans or animals (e.g. object, photo, picture, sound or icon) . |
| **Grade 7: Science Obj. 3** | **7.B.3.3.4 A Communicate how dominant and recessive traits are inherited.** | The student demonstrates understanding by completing and/or presenting a genealogy chart distinguishing between dominate and recessive genes of humans or animals. | The student identifies observable traits that are passed from human or animal parent to human or animal offspring. (e.g. hair or fur color, eye color, and or physical traits) | The student matches or sorts pictures or photos of human or animal offspring to the appropriate parent. | The student sorts two sets of representations of parents and their offspring. (e.g. object, photo, picture sound or icon) |
| **Grade 10: Science Obj. 3** | **10.B.3.3.2 A Identify different functions of particular cell structures.** | The student demonstrates understanding through creation and/or demonstration of a model that explains the functions of more than two cell structures. | The student identifies one or two cell structures and their function by labeling and/or communicating. | The student distinguishes between two cell structures by matching the cell structure with their picture/word card. | The student sots two sets of representations of cell structures. (e.g. object, photo, picture sound or icon) |

## Science ISAT-Alt Extended Content Objective #4
## Grades 5, 7, & 10

**Content Area:** Science (Earth Science)

**Goal 4.1:** Understand scientific theories of origin and subsequent changes in the universe and earth systems.

**Objective 4.1.1:** Grade 5
**4.1.2:** Grade 7
**4.1.3:** Grade 10

**Critical Function:** water cycle, rock cycle, weather, water erosion, wind erosion, organisms, river, ocean

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Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

## Science ISAT-Alt Extended Content Objective #4
## Grades 5, 7, & 10

More Complex ←----------→ Less Complex

| | Extended Content Objectives | Complexity Level 4 | Complexity Level 3 | Complexity Level 2 | Complexity Level 1 |
|---|---|---|---|---|---|
| **Grade 5: Science Obj. 4** | **<u>5.ES.4.1.1 A</u> Identify how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected.** | The student presents a type of erosion and explains what has happened over time (water erosion, wind erosion). | The student identifies different types of erosion and what physically happens to the earth over time. | The student indicates the correctness of a sequence of interactions between the earth, oceans and atmosphere. | The student sorts two sets of objects and or picture cards that represent the two types of erosion. (e.g. water erosion and wind erosion) |
| **Grade 7: Science Obj. 4** | **<u>7.ES.4.1.2 A</u> Illustrate the water cycle and its relationship to weather and climate.** | The student creates and explains a model of the water cycle and the effect weather plays in the cycle. | The student identifies the components of the water cycle by; naming, charting, labeling. (e.g. water, rain, clouds, snow, river, lake, ocean etc.) | The student demonstrates an understanding of the components of the water cycle through matching picture and word cards. (e.g. water, rain, clouds, snow, river, lake, ocean etc.) | The student sorts two sets of objects and or picture cards that represent two components of the water cycle. (e.g. water, rain, clouds, snow, river, lake, ocean etc.) |
| **Grade 10: Science Obj. 4** | **<u>10.ES.4.1.3 A</u> Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time.** | The student describes what happens to the earth over time including the effects of water, erosion, and organisms. | The student identifies the impact on earth exposed over time to water erosion. (e.g. rivers, oceans, rain) | The student presents a type of erosion and explains what has happened over time. (e.g. water erosion, wind erosion) | The student sequences objects, picture and word cards representing a type of erosion before, during and after the process occurs. (e.g. water erosion, wind erosion) |

## Science ISAT-Alt Extended Content Objective #5
## Grades 5, 7, & 10

**Content Area:** Science (Technology)

**Goal 5.1:** Understand common environmental quality issues, both natural and human induced.
**5.2:** Understand the relationship between science and technology.
**5.3:** Understand the importance of natural resources and the need to manage and conserve them.

**Objective 5.2.1:** Grade 5
**5.3.1:** Grade 7
**5.1.1:** Grade10

**Critical Function:** Conservation, recycle, renewable resources, non-renewable resources, alternative sources of energy.

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Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

## Science ISAT-Alt Extended Content Objective #5
## Grades 5, 7, & 10

More Complex ←----------→ Less Complex

| | Extended Content Objectives | Complexity Level 4 | Complexity Level 3 | Complexity Level 2 | Complexity Level 1 |
|---|---|---|---|---|---|
| **Grade 5: Science Obj. 5** | **5.T.5.2.1 A** **Demonstrate how science and technology are part of a student's life.** | The student demonstrates an understanding of the differences between renewable and non-renewable resources. | The student identifies objects according to their composition. (e.g. renewable resources such as wood products, & paper products, and non-renewable resources such as plastic and glass) | The student matches objects or pictures of objects and word cards based on their composition. (e.g. wood, plastic, glass) | The student sorts objects, photos/pictures of items based on their composition (e.g. wood, plastic, glass) |
| **Grade 7: Science Obj. 5** | **7.T.5.3.1 A** **Identify an alternative source of energy.** | The student compares and contrasts two alternative sources of energy. (e.g. wind, sun) | The student demonstrates an understanding/identifies the differences between two sources of alternative energy. (e.g. wind, sun) | The student matches objects or pictures/photos and word cards of at least two sources of alternative energy. (e.g. wind, sun) | The student sorts objects or photos/pictures based on a source of alternative energy. (e.g. wind, sun) |
| **Grade 10: Science Obj. 5** | **10.T5.1.1 A** **Identify common environmental issues with water, air quality, or trash.** | The student reports on local/community recycling benefits and describes how recycling can occur in the community. | The student demonstrates an understanding/ identifies differences between renewable and non-renewable resources. | The student matches pictures/photos of objects to word cards by their composition. (e.g. wood, paper, glass, or aluminum products) | The student sorts objects or photos/pictures of three different recyclable objects (e.g. wood, paper, glass or aluminum products) |

# Appendix A

## Idaho Alternate Assessment Eligibility / Participation Guidelines

Student Name _____ Student EDUID _____Date of Birth _____

District _____School _____ Date of Eligibility _____

All students with disabilities are required to participate in statewide assessments in Idaho. In order to establish eligibility for the ISAT-Alt and the IRI-Alt, the IEP Team must respond by checking "AGREE" to **ALL** of the following criteria. The IEP Team documents this decision on the student's current IEP and or includes this form in the IEP files at the school/district level. This form is meant to be used as a guideline and protocol for establishing eligibility so signatures are not required. An IEP Team representative must sign this form verifying that the student qualifies for the ISAT-Alt in any or all designated content areas. **Students who do not meet all of these criteria should participate in the ISAT and IRI with or without accommodations.**

The assessment of students on the Science ISAT-Alt is based on Idaho's extended content standards, which are extensions of the ***Idaho Content Standards***. Students who participate in the ISAT-Alt are working on the same ***Idaho Science Content Standards*** as their peers; however, they are working on these standards in less complex ways. Students' performances will be judged based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system.

**ISAT-Alt Science** assessments are submitted as a **portfolio** of content area achievement evidence that teachers collect **over several months**. The evidence of student learning (artifacts) are submitted into the electronic portfolio system called the Individual Portfolio Artifact Submission System (I-PASS).

**IEP TEAM MUST "AGREE" TO ALL CRITERIA TO ESTABLISH PARTICIPATION**

**Agree__ Disagree__** The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;

**AND**

**Agree__ Disagree__** The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments);

**AND**

**Agree__ Disagree__** The student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction.

**PARTICIPATION DECISIONS**

**Participation Options**

Eligibility informs participation options, but it does not determine the participation option selected. **Students with disabilities who do not meet ALL of the criteria listed above are NOT eligible for the Idaho Alternate Assessments.** They **must** participate in the ISAT, with or without accommodations, as is determined appropriate on the basis of the IEP team decision.

If an **ineligible student participates in ISAT-Alt**, the student's scores will not be counted for participation or performance in accountability determinations at the school, school district, or state levels. The participation of an ineligible student could adversely affect the individual school and district accountability determination.